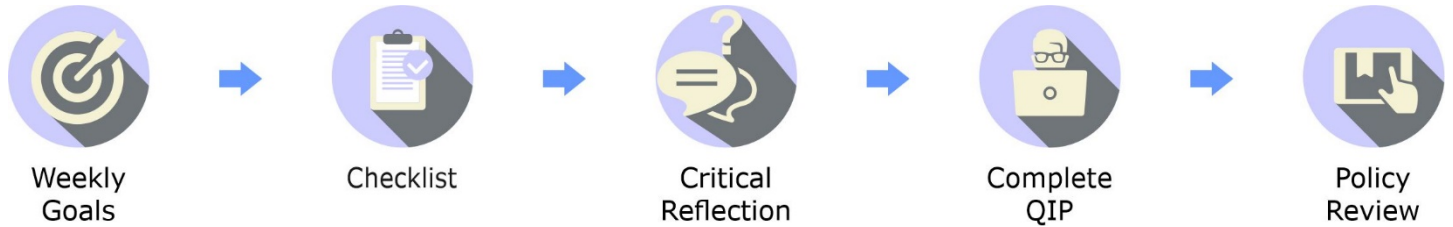


This week, we are looking at Standard 2.2, Safety, Each child is protected.



Weekly Goals



Video Training  
Click Here

	<ol style="list-style-type: none"> <li>1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup <a href="#">Click here for goal template.</a></li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol>
--	--



Checklist

## Why are you doing the checklist?

Practices identified in the checklist are what the assessor needs to see you do so they can check you're **'exceeding the NQS.'** If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.




### The checklist keys to use.

**E = Embedded** I do that **ALL** the time  
**K = I know** I need to do that, but I don't do it all the time  
**T = Please teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

### Week 31, 5 October to 9 October 2020- Standard 2.2, Safety

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<b>How to use Centre Support video links.</b>	<b>Video 1</b> Element 2.2.1 overview	<b>Video 2</b> Element 2.2.2 overview	<b>Video 3</b> Element 2.2.3 overview
Click on the video icon on the left to see videos of educators and children changing their environment. <b>Remember:</b> Our material can be printed or used as a digital PDF copy and kept on your computer.	 Video Training Click Here	 Video Training Click Here	 Video Training Click Here

**Are you Exceeding? Use the checklist below to see.**

<b>Exceeding - Embedded Practice</b>	ED1	ED2	ED3	ED4	ED5
There's evidence you effectively supervise children at all times, including taking into account their needs, and changes in the environment during the day.	E	E	E		
<b><i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i></b> <i>Example: We make sure children play under shaded areas when UV is 3 or above. At other times though children are free to play in any our outdoor areas and this means we must implement our supervision plan as there are a couple of areas that are more difficult to see.</i>					
There's evidence you effectively supervise children at all times, including taking into account their needs, and changes in the environment during the day.					
<b><i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i></b>					
You could explain to an assessor how children's safety, including from a child protection viewpoint, influences everything you do, and how your practice is consistent with EYLF/MTOP and service philosophy.					
<b><i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i></b>					
There's evidence you proactively and continually manage risks to protect children from harm and hazard.					
<b><i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i></b>					
There's evidence you understand, regularly practice and help evaluate emergency drills.					
<b><i>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</i></b>					

**Week 31, 5 October to 9 October 2020- Standard 2.2, Safety**

**Exceeding - Critical Reflection**

There's evidence you regularly contribute to discussions and critical reflections about practices to support children's safety, including risk assessment and emergency management practices, and make changes as required.					
---	--	--	--	--	--

**If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**  
*Example: At our last staff meeting I suggested organising training in completing risk assessments as I wasn't confident doing this and I thought other educators weren't either. Now I completely understand the 4 Risk assessment steps: identify, assess, remove/control and monitor.*

There's evidence you regularly contribute to discussions and critical reflections about practices to support children's safety, including risk assessment and emergency management practices, and make changes as required.					
---	--	--	--	--	--

**If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

There's evidence you contribute to discussions and critical reflections about all safety related incidents and support changed practices, policies and procedures where relevant.					
---	--	--	--	--	--

**If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

You could explain how your safety practices are informed by current recognised guidance, information and laws, and how these are consistent with EYLF/MTOP and service policies and procedures.					
---	--	--	--	--	--

**If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

There's evidence you contribute to team discussions on the social justice and equity effects of child safe practices to ensure the circumstances and rights of every child are met.					
---	--	--	--	--	--

**If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.**

**Week 31, 5 October to 9 October 2020- Standard 2.2, Safety**

**Exceeding - Engagement with families and community**

There's evidence you actively engage with families about their concerns and priorities for their children's safety.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b> <i>Example: Several families were concerned about the risks their children may face if we installed our new firepit. I listened to their concerns and then explained the strategies we would implement to keep their children safe eg strict supervision, discussion of risks and safety rules with children. We also involved families in the development of our risk assessment.</i>					
There's evidence you actively engage with families about their concerns and priorities for their children's safety.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you actively discuss child safety issues with families and the community, including child protection.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you consider different cultural influences on child safety issues, while always managing safety in line with best practice.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence your child safety practices reflect the voices, priorities and strengths of the children and families at the service eg local community and emergency services.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence you include relevant local community organisations that support child safety in the educational program where relevant eg local community and emergency services.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					
There's evidence your child safety practices reflect the service environment and respond to changes in the environment during the year.					
<b>If the above is embedded, give a short example of how you are doing it and what evidence you might have to prove it.</b>					

**Week 31, 5 October to 9 October 2020- Standard 2.2, Safety**

**Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

**Thursday 8 October 2020**

### Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives." There is no checklist for critical reflection. Please watch the video for more information



Video Training Click Here

#### Example Situation

They're building new townhouses a couple of doors down. Are there any risks for the children?

#### Exceeding themes Standard 2.2 Embedded Practice

Ongoing risk assessment and management is built into day-to-day operations across the service to ensure a consistently safe environment.

Effective plans to manage incidents and emergencies are developed and reviewed in consultation with relevant authorities and practised regularly

#### Critical Reflection

The service's approach to risk assessment, emergency management and child protection reflects current recognised guidelines and up-to-date information from trusted sources.

#### Engagement with families and communities

- The service's approach to managing risks and supporting child safety:
- reflects the voices, priorities and strengths of the children and families at the service
- is informed by meaningful and ongoing partnerships with the broader community, for example local community and emergency services



#### Child/ren

*I love all the machines the workers are using down the road. What are they building? Can we go and watch?*

#### Educators and Nominated Supervisor

*There's so much noise and dust coming from the construction site? This must be impacting the health and wellbeing of the children.*

#### Families and community

*How will the noise and dust affect the health and wellbeing of my child? The centre's supposed to be a relaxing, fun environment, and all the dust is likely to trigger my child's asthma.*

#### Theorist and current research

*An embedded practice for Standard 2.2 says "effective plans to manage incidents and emergencies are developed and reviewed **in consultation with relevant authorities.**"*

*NB This is not a Reg requirement.*

### Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

*On 24\_9\_20 the Nominated Supervisor discussed the impact of the dust, noise etc on the centre with the Site Manager who said they were meeting all their legal requirements. The NS then rang the Council and asked for an urgent review of the building conditions in light of the impact on the Centre, in particular the level of dust and the impact this was having on children with asthma. The Council agreed to impose new requirements on the development company, including the use of dust catchers on equipment and installing improved dust screens around the site.*

### Week 31, 5 October to 9 October 2020- Standard 2.2, Safety

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**Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. You can also use the outcomes of your critical reflection in your Service QIP (Improvement section). All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

**Thursday 8 October 2020**

**Step 1 Critical Reflection**



**Critical Reflection**

The EYLF and MTOP says "Critical reflection involves closely examining all aspects of events and experiences from different perspectives". Critical reflection has no criteria like the checklist.

**Select one or more from below (or something else in this week's checklist) to critically reflect upon:**

- Would families agree you often discuss safety practices at the service with them, and give them relevant safety related information from community sources?
- Would children agree you include them in developing safety related rules?
- Would other educators agree you take safety very seriously and actively manage potential risks?
- Would families agree you understand and consider their cultural practices when considering child safety issues?



Child/ren

Educators and Nominated Supervisor

Families and community

Theorist and current research

**Step 2 Change Practice**

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

**Evaluate the change in practice due to your reflection**

**Week 31, 5 October to 9 October 2020- Standard 2.2, Safety**



Complete QIP

**Write your QIP using what you've completed over the week. Why are you doing this?**

You have discovered where your practice is compared to the NQS Guide (comparing what you currently do and Monday, Tuesday and Wednesday's checklist and Wednesday's critical reflection). This is the process of self-assessment. If you have discovered practices, processes, checklist areas you need to improve upon, write them below. Use this to improve practice and select contributions to the QIP Improvement Plan.

*Example: On Tuesday checklist we discovered a 'T', we need help with, "You can explain some of the theories that influence your teaching practices and how these contribute to continuous improvement." We realise we need to actively research or obtain information about current theories so we can answer this question. The Educational leader and Matt the Nominated Supervisor are organising some 'fact sheets' on different theorists and we're going to pin them on the staff room wall and discuss different theorists each week during room/group meetings.*

The next step if you're meeting the indicators is to self-assess against the Exceeding Indicators. On the next page we look at how to write meeting and exceeding strengths in your QIP. Use the below points to guide you writing.

Inclusions	Yes	N/A
1. Write the <b>room location into the strength</b> . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator's name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children's names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren). <b>Only use first names – and don't use names if writing about a sensitive issue that a person/family may not wish to share publicly unless you have their consent to do so.</b>		
4. Evidence eg learning story, photo that's easy to access.		
<b>5. Write how you are achieving the exceeding themes.</b>		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the <b>location of other evidence</b> they need to see to show how you're exceeding.		
7. Show the assessor the <b>location and time of other practice</b> they need to observe to show how you're exceeding.		

**Week 31, 5 October to 9 October 2020- Standard 2.2, Safety**



Working Towards

We have a new educator who often works with children in areas where it's more difficult for team members to view. The Room Leader has told her not to do this, and that another educator must be able to see what she's doing at all times. However, no-one is really enforcing this and it just makes more work for everyone if we have to stop what we're doing and check what she's up to. It's really not our problem.



Meeting

The green text is directly related to the meeting indicators for Elements in Standard 2.2 on pages 168-177 of the NQS Guide

**Giraffes**

We have a new educator who was often working with children in areas where it's more difficult for team members to view. The Room/Group Leader told her not to do this, and that another educator must be able to see what she's doing at all times. The Room Leader made a file note about this conversation, and prepared a new Runsheet for the room to ensure supervision practices were not compromised.



Exceeding

[Click the logo above to see the ACECQA NSQ](#)

[Exceeding Themes for 2.2](#)

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. The blue text is based on or directly quotes the exceeding indicators and the checklist on Monday, Tuesday and Wednesday in the NQS Guide pages 178-179.

**Giraffes**

We have a new educator who was often working with children in areas where it's more difficult for team members to view. The Room/Group Leader told her not to do this, and that another educator must be able to see what she's doing at all times. The Room Leader made a file note about this conversation, and prepared a new Runsheet for the room to ensure supervision practices were not compromised.

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.



## **Immunisation and Disease Prevention Policy**

- We will display the National Immunisation Schedule and the State/Territory Immunisation Schedule
- Parents must provide evidence of their child’s immunisation record/status during enrolment and meet State/Territory immunisation requirements for enrolment as outlined in Policy
- Parents are responsible for having overseas immunisation records transcribed
- Children who have not been immunised or whose immunisation status is unknown may be excluded from the service if there is an outbreak of a vaccine preventable disease
- Educators are encouraged to have immunisations listed in Policy
- Nominated Supervisor will implement procedures to ensure educators understand the adverse effect of some infectious diseases on unborn children
- Child Care Subsidy is paid for children who are fully immunised or meet an approved exemption. This does not include conscientious objection.

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature

## **Week 31, 5 October to 9 October 2020- Standard 2.2, Safety**

Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

***Exceeding theme 2: Practice is informed by critical reflection***

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
<b>Total</b>	<b>eg 35</b>	<b>eg 100%</b>

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
<b>Total</b>		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?

<b>Mon</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Tues</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Wed</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Thurs</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Fri</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

**Week 31, 5 October to 9 October 2020- Standard 2.2, Safety**